

# Summary of Results and Strategies for Teachers, 2009–2010

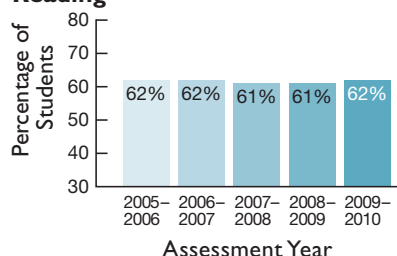
## ASSESSMENTS OF READING, WRITING AND MATHEMATICS, PRIMARY AND JUNIOR DIVISIONS

### PRIMARY DIVISION Comparison of Provincial Results over Time

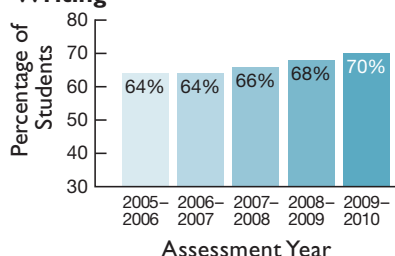
#### PERCENTAGE OF ALL GRADE 3 STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

|                           | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Number of Students</b> | 132 782   | 131 012   | 128 660   | 125 481   | 127 789   |
| <b>Reading</b>            | 62%       | 62%       | 61%       | 61%       | 62%       |
| <b>Writing</b>            | 64%       | 64%       | 66%       | 68%       | 70%       |
| <b>Mathematics</b>        | 68%       | 69%       | 68%       | 70%       | 71%       |

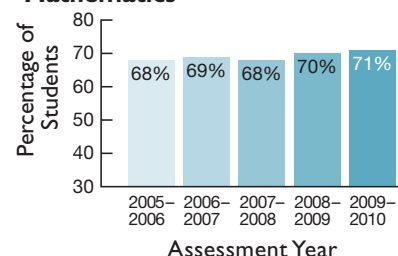
**Reading**



**Writing**



**Mathematics**



- There were 127 789 Grade 3 students at the time of the 2009–2010 assessment.
- The primary-division assessment is based on *The Ontario Curriculum, Grades 1–8: Language* (revised 2006) and *The Ontario Curriculum, Grades 1–8: Mathematics* (revised 2005).

#### Observations

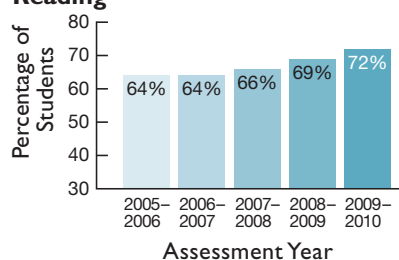
- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard has remained the same in reading and has increased by six percentage points in writing and by three percentage points in mathematics.
- There has been an increase of one percentage point since last year in the percentage of students performing at or above the provincial standard in reading (to 62%) and mathematics (to 71%).
- The percentage of students performing at or above the provincial standard in writing has increased by two percentage points since last year (to 70%).

## JUNIOR DIVISION Comparison of Provincial Results over Time

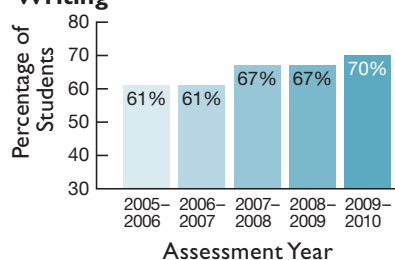
### PERCENTAGE OF ALL GRADE 6 STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

|                           | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Number of Students</b> | 146 711   | 145 901   | 140 420   | 136 076   | 134 294   |
| <b>Reading</b>            | 64%       | 64%       | 66%       | 69%       | 72%       |
| <b>Writing</b>            | 61%       | 61%       | 67%       | 67%       | 70%       |
| <b>Mathematics</b>        | 61%       | 59%       | 61%       | 63%       | 61%       |

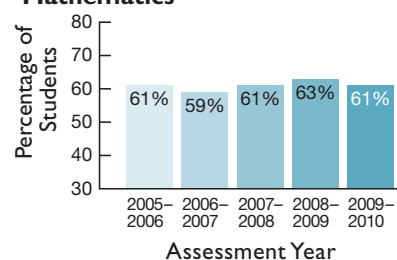
**Reading**



**Writing**



**Mathematics**



- There were 134 294 Grade 6 students at the time of the 2009–2010 assessment.
- The junior-division assessment is based on *The Ontario Curriculum, Grades 1–8: Language* (revised 2006) and *The Ontario Curriculum, Grades 1–8: Mathematics* (revised 2005).

#### Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard has increased by eight percentage points in reading and nine percentage points in writing. The corresponding percentage in mathematics has remained the same (61%).
- There has been an increase of three percentage points since last year in the percentages of students performing at or above the provincial standard in reading (to 72%) and in writing (to 70%).
- There has been a decrease of two percentage points (to 61%) since last year in the percentage of students performing at or above the provincial standard in mathematics.

## Tracking Student Progress from Assessment to Assessment

EQAO now regularly tracks the achievement of individual students as they progress from one provincial assessment to the next. This page compares the junior-division assessment results of students who were in Grade 6 in 2010 with their results on the primary-division assessment when they were in Grade 3 in 2007.

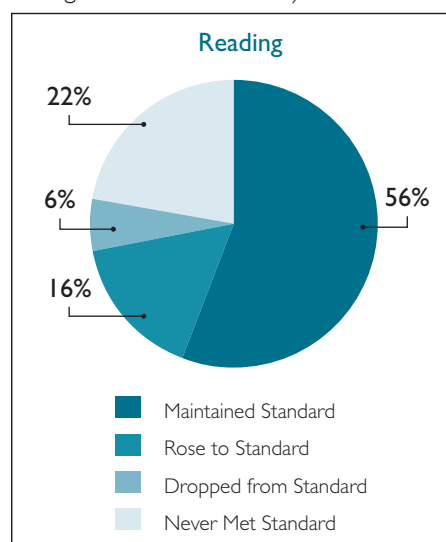
The progress of students as they moved from Grade 3 to Grade 6 has been illustrated by pie charts that are divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

- **Maintained Standard**—Met the provincial standard in both Grade 3 and Grade 6
- **Rose to Standard**—Did not meet the standard in Grade 3 but met it in Grade 6
- **Dropped from Standard**—Met the standard in Grade 3 but did not meet it in Grade 6
- **Never Met Standard**—Met the standard in neither Grade 3 nor Grade 6

*Note: Numbers have been rounded off to the nearest decimal.*

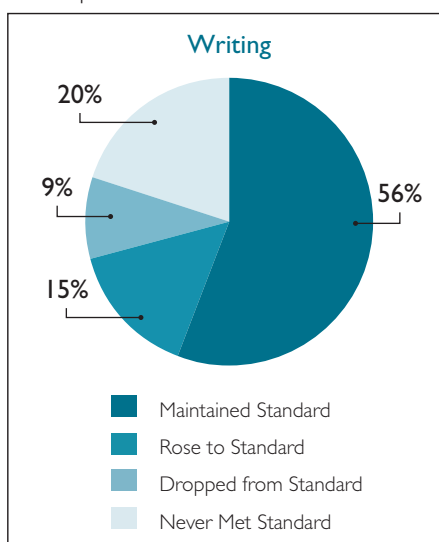
## Progress in Achievement from Grade 3 in 2007 to Grade 6 in 2010

There were 134 294 Grade 6 students in 2010. The pie charts below show the performance of the Grade 6 students who also wrote the language and math components of the provincial assessment in Grade 3 in 2007. The number of students whose results were available for each component of the two assessments (including those who participated, were exempted or did not provide enough work to be scored) is indicated below each pie chart.



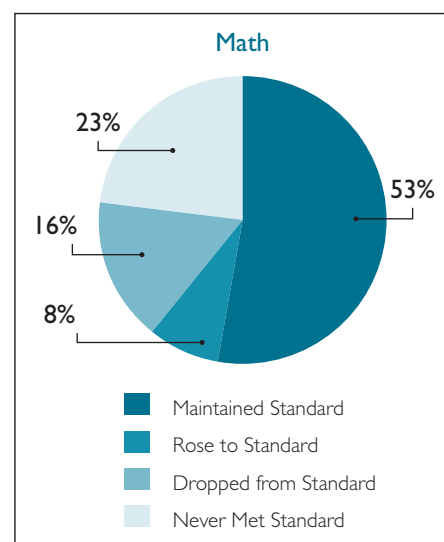
The reading results for the 119 252 students in the cohort are as follows:

- **56%** (67 283) met the provincial standard in Grade 3 and Grade 6;
- **16%** (19 353) did not meet the standard in Grade 3 but met it in Grade 6;
- **6%** (6940) met the standard in Grade 3 but did not meet it in Grade 6 and
- **22%** (25 676) met the standard in neither Grade 3 nor Grade 6.



The writing results for the 119 321 students in the cohort are as follows:

- **56%** (66 990) met the provincial standard in Grade 3 and Grade 6;
- **15%** (17 542) did not meet the standard in Grade 3 but met it in Grade 6;
- **9%** (10 676) met the standard in Grade 3 but did not meet it in Grade 6 and
- **20%** (24 113) met the standard in neither Grade 3 nor Grade 6.



The mathematics results for the 122 466 students in the cohort are as follows:

- **53%** (65 135) met the provincial standard in Grade 3 and Grade 6;
- **8%** (9809) did not meet the standard in Grade 3 but met it in Grade 6;
- **16%** (19 767) met the standard in Grade 3 but did not meet it in Grade 6 and
- **23%** (27 755) met the standard in neither Grade 3 nor Grade 6.

## Informing Professional Practice: Primary Division

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in reading, writing and mathematics. The suggestions are based on an analysis of students' performance on the 2009–2010 Assessment of Reading, Writing and Mathematics, Primary Division, as well as on those of the previous four school years (2005–2006 to 2008–2009), and on feedback from teachers who scored the 2009–2010 assessment.

The released 2009–2010 assessment booklets can be accessed on the EQAO Web site, [www.eqao.com](http://www.eqao.com).

For more information on the skills assessed and the kinds of questions used to measure them, see the primary-division *Framework*, on the EQAO Web site. For more information on the terms in bold print, refer to the list of resources at the end of this section.

Through a combination of multiple-choice and open-response questions about narrative, informational, poetic and graphic reading texts, the primary EQAO assessment focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

### Observations, Strategies and Resources

| Primary Division:<br>Reading                            | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Reading Skills</b>                                   | <p>Students performed equally well on multiple-choice questions measuring all three reading skills.</p> <p>In general, students performed about the same on open-response questions measuring Reading Skill 2 (understanding implicitly stated information in a reading selection) and Reading Skill 3 (making connections between the reading selection and their own knowledge and experience). Students had more difficulty with the open-response questions than with the multiple-choice questions.</p> <p>Scorers reported that student responses to open-response questions that received a Code 30 or 40 demonstrated reading comprehension by providing specific and adequate information from the text and explaining its relevance.</p>                                                                                                                               | <p>Share learning goals and <b>success criteria</b>, such as those in EQAO's scoring guides for reading responses, at the outset of learning.</p> <p>Continue to use an effective <b>literacy learning block</b>. Support students in their use of <b>before-, during- and after-reading strategies</b>. Before reading, demonstrate how students can <b>activate prior knowledge</b> by thinking about what they have already learned and how this connects to what they are reading. Continue to model how to ask questions of text, how to <b>make inferences</b> using pictures and words and how to give evidence from text.</p> <p>Model and have students practise using <b>think-alouds</b> to teach how to provide reasons in answer to open-response questions and then go back to the text to find evidence that supports these ideas. Teach students how to explain the purpose of using details from the text.</p>                                                                                                                                                     |
| <b>Overall Reading Expectations from the Curriculum</b> | <p>As in 2008–2009, students performed best on questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently), which is measured by multiple-choice questions only. Some students who selected incorrect answers for this expectation seemed not to return to the reading selection to check the meaning.</p> <p>Students performed less well on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning) but had the most difficulty on both multiple-choice and open-response questions measuring Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning).</p> | <p>Continue to provide opportunities for <b>vocabulary development</b> by having students work with <b>unfamiliar vocabulary</b> as it occurs in texts in all subject areas. Have students reread texts to find context cues to help determine word meaning.</p> <p>Provide students with multiple opportunities to practise the skills required by Overall Reading Expectation 2 and the associated specific expectations (e.g., <b>text forms, text features</b>) and give students opportunities to explain how these relate to the meaning of a text. Ensure that students relate the general meaning of text features to specific texts and understand how the text feature helps readers to understand the text.</p> <p>Engage students in <b>deep thinking</b> to analyze and evaluate information in text. Use questions that require <b>higher-order thinking</b> to challenge readers to work to interpret and understand new text successfully. Have students practise generating their own questions about texts and presenting them to their peers for discussion.</p> |

| Primary Division:<br>Reading | Observations:                                                                                                                                                                                                                                                                                      | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Text Types                   | <p>Students performed best on questions relating to the long narrative ("Where's Ms. Mitra?") and the graphic text ("Fish Facts").</p> <p>Students had the most difficulty with questions relating to the poem ("Being a Kite").</p>                                                               | <p>Continue to provide high-quality narrative texts and have students practise identifying and explaining how narrative form and elements (e.g., character; plot, theme) help communicate meaning.</p> <p>Provide a variety of <b>text types</b> to continue to examine and reinforce the differences between fictional and informational texts. Choose <b>non-fiction</b> texts that require background knowledge from other curriculum areas, so students need to activate prior knowledge to make connections and inferences. Use graphic texts (diagrams, pictures and charts) and have students explain the purpose of their different components and how these communicate meaning. Show students how <b>text features</b> help readers make meaning, find important information and see the connections among related ideas.</p> <p>Use shared reading and multimedia to engage students in <b>poetry</b>. Have students practise reading poems and lyrics aloud individually and in choral reading groups in order to develop vocabulary and explore meaning.</p>                                                                                                                                                                                                                                                                                                                                                 |
| Question Types               | <p>As in past years, overall, students performed better on multiple-choice than on open-response questions when demonstrating their reading comprehension.</p> <p>Scorers observed that students used fewer formulaic responses when answering open-response questions than in previous years.</p> | <p>Encourage students to reread questions carefully and underline or highlight key words to ensure they answer all parts of the question. Teach students the differences in expectations among question instructions (e.g., explain how, explain why, explain whether, describe, compare, provide two examples). Have students practise answering questions with starters such as who, what, where, why, when and how using <b>graphic organizers</b> to capture the ideas and then model turning these ideas into a written answer.</p> <p>Demonstrate that the answer to a question is not always found in one place in a text. Model highlighting various sections of texts to locate the answer.</p> <p>Use <b>literature circles</b> to help students generate their own questions about texts of all sorts and <b>summarize</b> their understanding of information.</p> <p>Collaborate with teachers in your grade and others to establish common terms and assessment criteria and to give feedback about open-response questions. Use the scoring rubrics and anchors on the EQAO Web site to illustrate the understanding required to score a Code 30 or 40. Use the videos and learning resources on <b>teacher moderation</b> and <b>teaching-learning critical pathways</b> in order to identify relevant expectations to address specific comprehension difficulties and plan lessons that cluster them.</p> |

| Primary Division:<br>Reading                             | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Gender                                                   | <p>For all reading selections, female students continued to outperform male students on multiple-choice questions and open-response questions.</p> <p>The smallest gender gap occurred on questions relating to the information text ("The Woolly Mammoth") and the graphic text ("Fish Facts").</p> <p>The largest gender gap occurred on questions relating to the long narrative ("Where's Ms. Mitra?").</p>                                                                            | <p>Continue to help <b>male students</b> develop their literacy skills in all subject areas by explicitly teaching the processes that effective readers use. Model how to add relevant details when responding to questions. Provide vocabulary building exercises, with emphasis on those concerning the use of descriptive words and phrases.</p> <p>Examine EQAO data to pinpoint gender gaps in skill development and take action with strategies that work, such as using common language and resources throughout the grades.</p> <p>Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study examining strategies employed by schools with small gender gaps in assessment results, as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects, informed by practice and research; foster positive attitudes toward reading; and use male role models to promote literacy as part of the school culture. Review recent Ministry "<b>Support for Boys' Literacy</b>" resources for strategies that improve the literacy skills of males.</p> |
| English Language Learners                                | <p>Although the percentage of English language learners performing at or above the provincial standard in reading has increased over the past five years, English language learners have not performed as well as the general population. Their pattern of relative strengths has been similar to that of the general population. Over the past two years, the largest gap between English language learners and the general population has been on Overall Expectation 3.</p>             | <p>Use <b>instructional supports</b> for <b>English language learners</b> such as purposeful and accountable talk in small groups, and directly teach word knowledge, text forms and text features. Through modelled and shared reading, demonstrate how these help communicate meaning. Continue to incorporate visual tools (e.g., concept maps) and scaffolds (e.g., paragraph frames) in all subject areas.</p> <p>Provide <b>levelled texts</b> and resources at a variety of levels on the same topic so that all students can access knowledge and information and build proficiency.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Students with Special Education Needs (Excluding Gifted) | <p>The pattern of relative strengths for students with special education needs has been similar to that of the general population. This year, the largest gap between students with special education needs and the general population has also been on Overall Expectation 3.</p> <p>Students with special education needs performed best on questions relating to the graphic text ("Fish Facts"). They performed the least well on questions relating to the poem ("Being a Kite").</p> | <p>When working with students with different needs, use a variety of teaching approaches through <b>differentiated instruction</b>, so that students can explore and demonstrate understanding through a range of communication forms and mediums.</p> <p>Provide <b>levelled texts</b> and resources at a variety of levels on the same topic so that all students can access knowledge and information and build proficiency.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Through a combination of multiple-choice questions, short-writing tasks and long-writing tasks, the primary-division assessment focuses on the following writing skills:

- Topic Development
  - Content—developing a main idea with sufficient supporting details
  - Organization—organizing information and ideas in a coherent manner and
- Conventions—use of spelling, grammar, punctuation

| Primary Division:<br>Writing                     | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Writing Skills                                   | <p>For the past five years, students have performed better on questions measuring use of conventions than on questions measuring topic development.</p> <p>Scorers reported that written work that used effective opening and/or concluding sentences and that linked ideas in a logical and sequential order usually received a Code 30 or 40. For example, scorers noted that, on the short-writing task “Invent a Machine,” students who did more than simply list a number of functions that their machine could perform, and provided relevant and specific supporting details, generally did well.</p> | <p>Help students understand the learning goals and the <b>success criteria</b>, such as those in EQAO’s scoring guides for short- and long-writing questions and the Ministry <b>Writing Exemplars</b>, for all learning tasks.</p> <p><b>Gather evidence</b> of student needs by observing and assessing students. Share the above resources as well as the EQAO rubrics and anchors with students, so students are aware of what is expected of them.</p> <p>Continue to provide an effective writing program using <b>key instructional approaches</b>. Provide whole-class mini-lessons on a specific skill or topic, followed by guided, shared and independent writing time to apply learning. Read students the first few lines of fictional and non-fictional texts that have particularly <b>effective beginnings</b> and discuss with them how the beginnings relate to the rest of the text. Show how to organize the ideas in a <b>logical sequence</b>.</p> <p>Provide students with a variety of appropriate <b>graphic organizers</b> to help them organize ideas and information. Teach students to follow the <b>writing process</b>. Use a topic-development-focused <b>conference</b> to encourage students to clarify their main idea and develop it with relevant specific details. With reference to the conference, explain the next steps so that the student can make his or her writing more clear and coherent.</p> <p>Use <b>storytelling</b>, including the oral rehearsal of ideas and role-play, to promote writing fluency and proficiency, vocabulary development and an understanding of narrative elements.</p> |
| Overall Writing Expectations from the Curriculum | <p>Overall, students performed well and most consistently on multiple-choice and open-response questions measuring Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively).</p> <p>Students performed less well on Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style). They performed at a similar level relative to both of these expectations.</p>                                                                                                                      | <p>Use <b>teacher moderation</b> as part of the <b>teaching-learning critical pathways</b> so that all teachers use consistent criteria, and facilitate the use of consistent criteria and terminology. Prior to the moderation sessions, give common writing tasks to students with agreed-upon sets of performance criteria. Use the outcome of the sessions to plan next steps. Ask students to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. After identifying student learning needs, use <b>networked learning communities</b> to establish a focus for teacher thinking and practice.</p> <p>Have students use a <b>revising and editing checklist</b> to help them improve the clarity of content, correctly use writing conventions and track their progress in developing their writing skills over time. Continue to encourage peer assessment using guides such as checklists.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Primary Division:<br>Writing                                 | Observations:                                                                                                                                                                                                                                                                                                                                                                                       | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Overall Writing Expectations from the Curriculum (continued) |                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Encourage the use of a few well-chosen <b>graphic organizers</b> and use the same graphic organizers for reading and writing, so students can see the similarities between the two (e.g., between deconstructing a story as a reader and constructing a story as a writer). Start with organizers as a scaffold and help students develop their use beyond a formulaic response. Teach students how to move information from a graphic organizer to a written paragraph. Ask students to do this in groups, with partners and individually.</p> <p>Continue to help students incorporate the <b>elements of writing</b> into their written work, especially ideas and content. Model how to focus on a few ideas and specific details relevant to the text form, purpose and audience required by the prompt rather than listing many underdeveloped ideas and details.</p>                                                                                                                                                                                                                                                                                                                                                               |
| Question and Writing Task Types                              | <p>For topic development, students continue to perform better on multiple-choice questions than on short- and long-writing tasks; they also perform better on the short-writing tasks than on the long-writing task.</p> <p>For conventions, students performed better on short-writing tasks than on long-writing tasks.</p> <p>Students performed about the same on both short-writing tasks.</p> | <p>Continue to introduce students to the written <b>text forms</b> required by the curriculum and model how to organize writing in each form. Explicitly share and discuss <b>mentor texts</b> (models of good writing), pointing out elements such as sentence structure, paragraphing and vocabulary, so that students become aware of the choices that the writer has made. Create charts that list writing tips linked to each mentor text that students can use in their own writing. Provide opportunities for students to develop endurance for longer writing tasks and include opportunities to practise responding to on-demand writing prompts.</p> <p>Continue to give students opportunities to explore their interests, lives and world beyond the classroom through <b>non-fiction writing</b>. Model the selection and organization of ideas and have students work in small groups, keeping in mind their purpose (i.e., to explain, persuade, describe or inform) and the audience they are addressing. Have them share their work and discuss what makes it effective.</p> <p>Continue to model careful reading of the writing prompts to identify the topic, written form, purpose and audience the prompts specify.</p> |
| Gender                                                       | As in previous years, female students outperformed male students on all multiple-choice writing questions and short- and long-writing tasks.                                                                                                                                                                                                                                                        | <p>Place students in a variety of heterogeneous groupings for guided and shared writing. Continue to provide a variety of writing topics of interest to both genders. Make reading and writing an engaging focus in the classroom in all subjects.</p> <p>Use <b>visual anchor charts</b> to encourage full and complete written responses. Model how to express an idea and then support it with specific details.</p> <p>Use <b>writing frames</b> (outlines or templates that give students a structure for communicating what they want to say) as students begin a writing task. Encourage students to move gradually beyond using them mechanically to organizing their writing organically.</p> <p>Use anchor charts and <b>mentor texts</b> to connect past to future learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Primary Division:<br>Writing                             | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Gender<br>(continued)                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Continue to use classroom practices proven by <b>teacher inquiry projects</b> to improve boys' literacy achievement, such as social interaction before writing.</p> <p>Model how to develop content and add details when responding to questions. Provide opportunities for vocabulary-building exercises, especially those concerning the use of synonyms and antonyms.</p> <p>Provide opportunities to learn how writing can be organized by giving students phrases and sentences to sort and arrange into longer texts. Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study.</p> |
| English Language Learners                                | <p>As was true for the general population, English language learners performed better on Overall Writing Expectation 3 than on Overall Writing Expectations 1 and 2.</p> <p>English language learners performed slightly better on multiple-choice items measuring topic development than on short- and long-writing tasks relating to topic development.</p> <p>The percentage of English language learners performing at or above the provincial standard in writing has increased over the past five years, and the gap between their results and those of the general population has been closing (from 13 percentage points in 2005–2006 to six percentage points in 2009–2010).</p> | <p>During revision, focus on having students practise <b>sentence fluency</b> to understand how syntax works and to become more effective writers.</p> <p>Engage English language learners in <b>storytelling</b>, as talking about their writing will help students rehearse and revise stories.</p>                                                                                                                                                                                                                                                                                                                                                                   |
| Students with Special Education Needs (Excluding Gifted) | <p>Although the percentage of students with special education needs performing at or above the provincial standard has increased over the past five years, students with special education needs have not performed as well as the general population. This past year, their pattern of relative strengths and weaknesses was similar to that of the general population.</p>                                                                                                                                                                                                                                                                                                              | <p>Continue to encourage <b>students with special education needs</b> to use <b>assistive technologies</b> for idea generation, organization and completion of writing tasks whenever possible.</p> <p><b>Differentiate instruction</b> to optimize student writing through, for example, focused lessons in small groups, graphic organizers and guided practice.</p>                                                                                                                                                                                                                                                                                                  |

## Primary Division: Reading

### List of Resources

If you are reading the version of this document found on the EQAO Web site, [www.eqao.com](http://www.eqao.com), please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to [www.eworkshop.on.ca](http://www.eworkshop.on.ca);
- click “Literacy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

**Activating prior knowledge:** Go to

- page 88 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

**Before-, during- and after-reading strategies:** Go to

- page 24 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

**Deep thinking:** Go to

- Literacy and Numeracy Secretariat. (2007, November 29). Critical literacy. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/november29.shtml>

**Differentiated instruction:** Go to

- Ministry of Education of Ontario. (June 2009). *Learning for all, K–12* (Draft). Available at [http://www.ontariodirectors.ca/L4All/L4A\\_en.html](http://www.ontariodirectors.ca/L4All/L4A_en.html)
- Literacy and Numeracy Secretariat. (2008, May 2). Differentiated instruction: Continuing the conversation. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- pages 14–15 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Literacy and Numeracy Secretariat. (2006, September). Building upon our successes. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/september28.shtml>

**English language learners:** Go to

- Ministry of Education of Ontario. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>
- Literacy and Numeracy Secretariat. (2006, September). Teaching and learning in multilingual Ontario. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/december7.shtml>
- Literacy and Numeracy Secretariat. (2009, March). *Capacity Building Series: Special Edition 8. ELL voices in the classroom*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL\\_Voices09.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf)

**Graphic organizers:** Go to

- Chapter 10 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)
- Ministry of Education of Ontario. (2005). Appendices. *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/pdf/Appendices\\_writing.pdf](http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf)

**Higher-order thinking:** Go to

- Literacy and Numeracy Secretariat. (2007). *Literacy Series: Module 3. Connecting reading and writing for higher-order thinking* [PowerPoint presentation]. Available at <http://www.curriculum.org/LNS/coaching/profresources.shtml>
- pages 8.14–8.15 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)
- Literacy and Numeracy Secretariat. (2009, April 21). Quality teaching: It's intentional. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/april21.shtml>

**Instructional supports:** Go to

- Literacy and Numeracy Secretariat. *Supporting English language learners, Grades 1 to 8*: Video and print resources. Available at <http://www.curriculum.org/LNS/ELL/index.shtml>
- Literacy and Numeracy Secretariat. (2009, March). *Capacity Building Series: Secretariat Special Edition 8, ELL voices in the classroom*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL\\_Voices09.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf)

## Primary Division: Reading

### List of Resources (continued)

#### Levelled texts: Go to

- page 6.5 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### Literacy learning block: Go to

- Literacy and Numeracy Secretariat. (2007, May). *Learning blocks for literacy and numeracy*. Available at [http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks\\_May07.pdf](http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf)

#### Literature circles: Go to

- Literacy and Numeracy Secretariat. *Literature circles webcast*. Available at <http://www.curriculum.org/secretariat/circles/index.shtml>
- pages 7.19–7.23 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### Making inferences: Go to

- Literacy and Numeracy Secretariat. (2007, May). *What Works? Research into Practice: Secretariat Special Edition 1. Learning blocks for literacy and numeracy*. Available at [http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks\\_May07.pdf](http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf)
- Literacy and Numeracy Secretariat. *Literacy Series: Module 1. Comprehending in action: Inferring* [PowerPoint presentation]. Available at <http://www.curriculum.org/LNS/coaching/profresources.shtml#literacy>

#### Male students: Go to

- pages 17–21 and 37–38 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
- Ministry of Education of Ontario Web site for other resources on boys' literacy available at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
- Literacy and Numeracy Secretariat. (2009, October). *Engaging boys: Powerful possibilities for all learners* [Webcast]. Available at <http://www.curriculum.org/secretariat/engaging/index.shtml>
- Literacy and Numeracy Secretariat. (2008, April). *What Works? Research into Practice: Research Monograph 12. Boys' underachievement: Which boys are we talking about?* Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>
- The "Supports for Boys' Literacy" resources available at <http://edugains.ca/newsite/literacy/boysliteracy.htm>

#### Non-fiction: Go to

- pages 5.26–5.31 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)
- Literacy and Numeracy Secretariat. (2008, May 2). *High-yield strategies to improve student learning. Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may2.shtml>
- Literacy and Numeracy Secretariat. (2009, April). *Capacity Building Series: Secretariat Special Edition 9. Critical literacy*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical\\_Literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf)

#### Poetry: Go to

- Literacy and Numeracy Secretariat. (2007, October). *What Works? Research into Practice: Research Monograph 7. Poetry: A powerful medium for literacy and technology development*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Hughes.pdf>
- pages 111–114 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)
- pages 5.19–5.21 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### Success criteria: Go to

- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

## Primary Division: Reading

### List of Resources (continued)

#### **Summarizing:** Go to

- pages 7.19–7.25 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)
- pages 32–35, Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

#### **Teacher moderation:** Go to

- Literacy and Numeracy Secretariat. *Teaching-learning critical pathways* [Webcast]. Available at <http://www.curriculum.org/secretariat/criticalpathways/home.shtml>
- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching\\_learning.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf)

#### **Teaching-learning critical pathways:** Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching\\_learning.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf)

#### **Text features:** Go to

- pages 5.26–5.31 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)
- pages 2.16–2.18 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### **Text forms:** Go to

- pages 11–13 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6, Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)
- Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5. Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

#### **Text types:** Go to

- pages 1.20–1.21 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)
- page 8.28 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### **Think-alouds:** Go to

- pages 4 to 6 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### **Towards an understanding of gender difference in literary achievement:** Go to

- Klinger, D., Shulha, L. & Wade-Woolley, L. (2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at [http://www.eqao.com/Research/pdf/E/Towards\\_an\\_Understanding\\_of\\_Gender\\_Differences\\_in\\_Literacy\\_Achievement.pdf](http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf)

#### **Unfamiliar vocabulary:** Go to

- Literacy and Numeracy Secretariat. (2010, February). *What Works? Research into Practice: Research Monograph 26. Science and literacy in the elementary classroom*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWW\\_science\\_literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWW_science_literacy.pdf)

#### **Vocabulary development:** Go to

- pages 3.29 (“Go Charts for Picture Walk”) and 8.11–8.13 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

## Primary Division: Writing

### List of Resources

If you are reading the version of this document found on the EQAO Web site, [www.eqao.com](http://www.eqao.com), please use the hyperlinks to the listed resources. Alternatively, except as marked, please

- go to [www.eworkshop.on.ca](http://www.eworkshop.on.ca);
- click “Literacy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

#### **Assistive technologies:** Go to

- Chapter 10 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

#### **Conferencing:** Go to

- pages 25–27 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)
- Ministry of Education of Ontario. (2005). Appendix 6-3: Sample writing conference record. *A guide to effective instruction in writing: kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/pdf/Appendices\\_writing.pdf](http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf)

#### **Differentiated instruction:** Go to

- Literacy and Numeracy Secretariat. (2006, March 29). Differentiated instruction: Continuing the conversation. *Webcast for Educators*. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- Literacy and Numeracy Secretariat. (2008, May 2). High-yield strategies to improve student learning: Differentiated writing instruction. *Webcasts for Educators*. <http://www.curriculum.org/secretariat/may2.shtml>

#### **Effective beginnings:** Go to

- pages 5.6–5.8 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Writing\\_%20K\\_3.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf)

#### **Elements of writing:** Go to

- pages 1.14–1.20 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Writing\\_%20K\\_3.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf)

#### **Gathering evidence:** Go to

- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special Edition. Teacher moderation: Collaborative assessment of student work*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf)
- Kozlow, M. (2008, Fall). Exploring the many layers of EQAO assessment data: Peeling the onion. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/10/eMagazine.aspx?Lang=E>

#### **Graphic organizers:** Go to

- Ministry of Education of Ontario. (2003). Chapter 10. *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)
- Ministry of Education of Ontario. (2005). Appendices. *A guide to effective instruction in writing, kindergarten to Grade 3. Writing*. Available at [http://www.eworkshop.on.ca/edu/pdf/Appendices\\_writing.pdf](http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf)

#### **Key instructional approaches:** Go to

- pages 29–36 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

#### **Logical sequence:** Go to

- pages 5.6–5.8 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Writing\\_%20K\\_3.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf)

## Primary Division: Writing

### List of Resources (continued)

#### **Mentor texts:** Go to

- page 42 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)
- Literacy and Numeracy Secretariat. (2009, October). *Engaging boys: Powerful possibilities for all learners* [Webcasts]. Available at <http://www.curriculum.org/secretariat/engaging/multimodal.shtml>
- Ministry of Education of Ontario. Online teaching resources available at <http://www.eworkshop.on.ca/edu/core.cfm>

#### **Networked learning communities:** Go to

- Dack, L., Earl, L., & Katz, S. (2009, Spring). Networked learning communities: Fostering learning for teachers and the students. *Principal Connections* 12(3). Available at <http://www.curriculum.org/secretariat/criticalpathways/files/TLCPKatzEarl.pdf>

#### **Non-fiction writing:** Go to

- pages 4–5 of Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5: Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

#### **Revising and editing checklists:** Go to

- Ministry of Education of Ontario. (2005). Appendix 6-4. Independent writing revising and editing checklist. *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/pdf/Appendices\\_writing.pdf](http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf)

#### **Sentence fluency:** Go to

- pages 1.17–1.19 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### **Storytelling:** Go to

- Literacy and Numeracy Secretariat. (2009, October). *What Works? Research into Practice: Research Monograph 20. Storytelling and story writing*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW\\_Storytelling.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Storytelling.pdf)

#### **Students with special education needs:** Go to

- Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

#### **Success criteria:** Go to

- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

#### **Teacher inquiry projects:** Go to

- Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
- Ministry of Education of Ontario. (2009, October). A variety of resources on boys' literacy available at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
- Literacy and Numeracy Secretariat. (2008, April). *What Works? Research into Practice: Research Monograph 12. Boys' underachievement: Which boys are we talking about?* Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

#### **Teacher moderation:** Go to

- pages 14–19 of Literacy and Numeracy Secretariat. (2006). *Facilitator's handbook: A guide to effective literacy instruction, Grades 4–6: Volume 2*. Available at [http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook\\_vol2.pdf](http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook_vol2.pdf)
- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special Edition 2. Teacher moderation: Collaborative assessment of student work*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf)
- Literacy and Numeracy Secretariat. (2007, September 10). Teacher moderation: Collaborative assessment of student work. *Webcast for Educators*. Available at <http://www.curriculum.org/secretariat/september10.shtml>

## Primary Division: Writing

### List of Resources (continued)

#### Text forms: Go to

- pages 11–13 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)
- Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5. Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

#### Teaching-learning critical pathways: Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching\\_learning.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf)

#### Towards an understanding of gender difference in literary achievement: Go to

- Klinger, D., Shulha, L. & Wade-Woolley, L. (2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at [http://www.eqao.com/Research/pdf/E/Towards\\_an\\_Understanding\\_of\\_Gender\\_Differences\\_in\\_Literacy\\_Achievement.pdf](http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf)

#### Visual anchor charts: Go to

- Education Quality and Accountability Office. (2008, Spring). Celebrating the success of an Ontario school. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/05/eMagArticle.aspx?Lang=E&ArticleID=05&ItemID=21>

#### Writing exemplars: Go to

- Ministry of Education of Ontario. (1999). *The Ontario curriculum—Exemplars, Grades 1–8: Writing*. Available at <http://www.edu.gov.on.ca/eng/curriculum/elementary/writing18ex.pdf>

#### Writing frames: Go to

- page 20 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>

#### Writing process: Go to

- page 1.10–1.13 and 6.6 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Writing\\_%20K\\_3.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf)

| Primary Division:<br>Mathematics       | Observations:                                                                                                                                                                                                                                                                                                                                                                                                            | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number Sense and Numeration</b>     | <p>In 2010, students performed best on questions from this strand.</p> <p>Scorers of question 9 noted that students who were successful used T-charts or showed an organized list in their solution.</p> <p>In general, students demonstrated proficiency in totalling money amounts but had difficulty making change.</p>                                                                                               | <p>Encourage students to express their thinking in writing. Model complete solution processes.</p> <p>Continue to provide access to math manipulatives and instruction to support their use.</p> <p>Provide opportunities for students to connect addition with subtraction and multiplication with division.</p>                                                                                        |
| <b>Measurement</b>                     | <p>Students demonstrated knowledge of the relationships between units of time.</p> <p>Students continue to have difficulty with questions requiring them to order lengths recorded with different units (i.e., cm and m).</p> <p>Scorers of question 8 noted that students who were successful recorded lengths using the same units to make their comparison.</p>                                                       | <p>Continue to reinforce the difference between perimeter and area by teaching them simultaneously.</p> <p>Provide opportunities for students to solve real-life measurement problems. Include problems that require students to understand relationships between metres and centimetres.</p>                                                                                                            |
| <b>Geometry and Spatial Sense</b>      | <p>Scorers of question 7 noted that students who were unsuccessful did not give evidence of understanding the relationships between the areas of the pattern blocks.</p> <p>Scorers of question 25 noted that students who were successful justified their answers by drawing the lines of symmetry.</p> <p>Students had difficulty with question 33, which required them to identify a sequence of transformations.</p> | <p>Provide opportunities for students to compare the smallest to the largest number of pattern blocks needed to cover a shape and to explore the relationships between the pattern blocks.</p> <p>Continue to have students investigate transformations and identify them using the vocabulary "translation," "reflection" and "rotation."</p> <p>Reinforce and model the use of geometric language.</p> |
| <b>Patterning and Algebra</b>          | <p>In 2010, students performed least well on questions from this strand.</p> <p>In general, students were able to extend numeric patterns.</p> <p>Students continue to have difficulty with questions involving the concept of equality in equations (questions 5 and 19).</p>                                                                                                                                           | <p>Continue to provide students with opportunities to represent patterns using a number line, as in question 32.</p> <p>Continue to provide students with opportunities to investigate the concept of equality in simple equations as well as in equations with addends on both sides.</p>                                                                                                               |
| <b>Data Management and Probability</b> | <p>In general, students were successful reading data presented in pictographs.</p> <p>Students had difficulty with question 28, which required an understanding of mode.</p>                                                                                                                                                                                                                                             | <p>Continue to provide students with opportunities to explore the frequency of an outcome in simple probability games.</p> <p>Provide opportunities for students to solve problems involving mode with data presented in charts, tables and graphs.</p>                                                                                                                                                  |

| Primary Division:<br>Mathematics                                | Observations:                                                                                                                                                                                        | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Cognitive Skill</b>                                          | For the fourth consecutive year, students performed best on questions mapped to the cognitive skill Knowledge and Understanding and least well on those mapped to the cognitive skill Thinking.      | Continue to model appropriate problem-solving strategies and provide students with opportunities to solve a variety of engaging problems. See the <b>Four-Step Problem-Solving Model</b> (pp. 12–13, <i>The Ontario Curriculum, Grades 1–8: Mathematics</i> ).<br><br>Provide instruction to help students organize the information in problems, including through the use of graphic organizers.               |
| <b>Students with Special Education Needs (Excluding Gifted)</b> | Students with special education needs continue to perform consistently more than 10 percentage points below the general Grade 3 population in all strands, cognitive skills and question types.      | Continue to <b>differentiate instruction</b> using the <b>Universal Design for Learning</b> for all students, but particularly for <b>students with special education needs</b> .<br><br>Review the allowed accommodations listed in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> , assign them to students individually and incorporate them into the students' regular programs. |
| <b>English Language Learners</b>                                | Overall, English language learners' performance was slightly below the general population in all strands and cognitive skills.                                                                       | Continue to provide opportunities for English language learners to work in group settings to promote discussions and effective communication of their mathematical thinking.                                                                                                                                                                                                                                    |
| <b>Gender</b>                                                   | In 2010, male and female students performed equally well on multiple-choice and open-response questions across all strands and skills, except Measurement, on which males performed slightly better. | Continue to provide opportunities for mixed-gender group work. Rotate roles in the group to give opportunities for all members to lead.                                                                                                                                                                                                                                                                         |

If you are reading the version of this document found on the EQAO Web site, [www.eqao.com](http://www.eqao.com), please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to [www.eworkshop.on.ca](http://www.eworkshop.on.ca);
  - click “Numeracy Resources” under “Resources” and
  - click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.
- The listed titles will appear on the right-hand side.

**Concrete materials:** Go to pages 19–24 of *Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario* at <http://www.edu.gov.on.ca/eng/document/reports/math/index.html>

**Differentiated instruction:** Go to

- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>
- the webcast *Differentiating Mathematics Instruction* at <http://www.curriculum.org/secretariat/may28.shtml>

**English language learners:** Go to *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at [www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf](http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf)

**Expressions and equality:** Go to pages 26–36 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Patterning and Algebra*

**Four-step problem-solving model:** Go to pages 36–38 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

**Manipulatives:** Go to pages 18–28 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Three, Classroom Resources and Management*

**Mode:** Go to pages 123–128 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Data Management and Probability*

**Perimeter and area:** Go to pages 121–134 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Measurement*

**Problem-solving strategies:** Go to pages 38–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

**Promoting written communications:** Go to pages 72–79 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

**Shared mathematics:** Go to pages 66–68 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume One, Foundations of Mathematics Instruction*

**Think-pair-share, show and tell, co-operative problem solving:** Go to pages 68–69 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

**Three-dimensional figures:** Go to

- pages 14–16 and 159–166 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Geometry and Spatial Sense*
- the webcast *Understanding Geometric Figures Through Drawing and Paper Folding* at <http://www.curriculum.org/secretariat/february6.shtml>

**Universal Design for Learning:** Go to pages 10–13 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at [www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf](http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf)

## Informing Professional Practice: Junior Division

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in reading, writing and mathematics. The suggestions are based on an analysis of students' performance on the 2009–2010 Assessment of Reading, Writing and Mathematics, Junior Division, as well as on those of the previous four school years (2005–2006 to 2008–2009), and on feedback from teachers who scored the 2009–2010 assessment.

The released 2009–2010 assessment booklets can be accessed on the EQAO Web site, [www.eqao.com](http://www.eqao.com).

For more information on the skills assessed and the kinds of questions used to measure them, see the junior-division *Framework*, on the EQAO Web site.

For more information on the terms in bold print, refer to the list of resources at the end of this section.

Through a combination of multiple-choice and open-response questions about narrative, informational, poetic and graphic reading texts, the junior EQAO assessment focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

### Observations, Strategies and Resources

| Junior Division:<br>Reading | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Reading Skills</b>       | <p>More Grade 6 students scored a Code 30 or 40 on open-response questions measuring Reading Skill 3 (making connections between the reading selection and their own knowledge and experience). Students did not perform as well on open-response questions measuring Reading Skill 2 (understanding implicitly stated information in a reading selection).</p> <p>Students performed better on multiple-choice questions measuring Skill 1 than on questions measuring Reading Skill 2 or 3, but performed better on Skill 2 than on Skill 3.</p> <p>Scorers observed that responses that received a Code 30 or 40 demonstrated reading comprehension by integrating specific and relevant information from the text without going beyond the space provided. Scorers also noted that in 2010 slightly fewer students used formulaic mnemonic organizers that lead to superficial extensions or accounts of personal experiences unrelated to the text. Students used the allotted answer space for additional textual support and for explanations linking such support to their argument.</p> | <p>Share learning goals and <b>success criteria</b>, such as those in EQAO's scoring guides for reading responses, at the outset of learning.</p> <p>Use the scoring rubrics and anchors available on the EQAO Web site to illustrate the reading comprehension required to score a Code 30 or 40 on open-response questions.</p> <p>Teach students how to <b>make inferences</b> by using stated and implied textual information and identifying where they need to make assumptions based on prior knowledge. Provide students with many opportunities to share responses to text in flexible student groups.</p> <p>Model how to attend to <b>signal words</b> to see organizational patterns in text (e.g., cause and effect, compare and contrast).</p> <p>Continue to use an effective <b>literacy learning block</b>. Support students in their use of <b>before-, during- and after-reading strategies</b>. Before reading, encourage students to <b>activate prior knowledge</b> by thinking about what they have learned that relates to the text (e.g., author, time period, genre, text form). During and after reading, model how to use text details as <b>support</b>. Use <b>think-alouds</b> to demonstrate how to provide reasons and interpretations and then go back to the text to find evidence that supports these ideas.</p> |

| Junior Division:<br>Reading                      | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Overall Reading Expectations from the Curriculum | <p>Grade 6 students performed best on questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). Students performed less well on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning) and Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements and demonstrate an understanding of how they help communicate meaning). Note that Overall Expectation 3 is not assessed through open-response questions.</p> | <p>Continue to capitalize on students' strength in the skills required by Overall Expectation 3 by providing them with multiple opportunities to build reading <b>vocabulary</b> and to acquire <b>content literacy</b> vocabulary. Model how to apply a specific <b>cueing system</b> or strategy when reading a text. Give students the opportunity to demonstrate their ability to use words and cueing systems to read fluently (e.g., use words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts and words from <b>shared-, guided- and independent-reading texts</b> and resource materials in the curriculum subject areas). Model how students can use <b>click or clunk</b> to monitor their comprehension of vocabulary and ideas in reading selections.</p> <p>Engage students in <b>deep thinking</b> using a rich variety of <b>text types and genres</b> that contain supports for meaning and that communicate important concepts.</p>                                                                                                                                                                                             |
| Text Types                                       | <p>Students performed best on the short narrative ("Overcome"). Their performances on the long narrative ("Living Fossils"), the graphic text ("Rubber Ducks"), the poem ("Husky Team") and the informational text ("Gordon Lightfoot") were similar.</p>                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Have students identify and discuss different elements of narrative, informational and graphic text (e.g., narrative: character, theme, main idea, setting). Teach students to recognize relationships between events or actions by looking for their consequences. Ensure that students can relate the general meaning to specific text and understand how each element helps readers to understand the text. Use <b>literature circles</b> to support student discussions.</p> <p>Provide many opportunities for students to work toward reading informational text independently. Model how to ask questions about the topic before reading and monitor comprehension during reading. Model rereading with a new strategy if students do not comprehend the text.</p> <p>Model how to attend to <b>signal words</b> to see organizational patterns in text (e.g., cause and effect, compare and contrast).</p> <p>Continue to use <b>poetry</b> to encourage students to develop meaning, expand their vocabulary, make inferences, identify the main idea, make judgments and draw conclusions. Use <b>shared reading</b> lessons with a whole class or with a small group to engage students in poetry.</p> |
| Question Types                                   | <p>For the past five years, students have performed better on multiple-choice questions than on open-response questions when demonstrating reading comprehension.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>During discussions, emphasize <b>questions that promote understanding</b> and teach students to ask themselves questions as they read in order to achieve an accurate and full understanding of the content. Encourage students to develop their open-response answers using key terms from the question. Use reciprocal teaching to help students clarify their thinking and summarize the main idea and key messages.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Junior Division:<br>Reading           | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Question Types<br/>(continued)</b> | <p>This year scorers reported that students who received the top codes (Code 30 and 40) in reading often used some words from the question to focus their answers and consistently provided specific and relevant details from the text to support their answers. Students who explained the relationship between their support and the rest of their answer received higher scores.</p> <p>Scorers reported that some students appeared to have misunderstood some questions. For example, some answered a question about how dialogue helps develop the reader's understanding of a character by explaining what dialogue is.</p> | <p>Continue to teach strategies for <b>locating information</b> and determining its importance, such as skimming and scanning, using text features, recognizing signal words and using the structure of the text, for clues to meaning.</p> <p>Engage in <b>teacher moderation</b> as part of the <b>teaching-learning critical pathways</b> to help develop understanding of what makes an open-response question effective. After identifying student learning needs, use <b>networked learning communities</b> to establish a focus for teacher thinking and practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Gender</b>                         | <p>Consistent with past years, in 2010, girls outperformed boys on all open-response questions related to all texts. Boys outperformed girls on a third of multiple-choice questions. The percentage of male students at or above the provincial standard in reading has increased over the past five years.</p> <p>Similar to the rest of the population, boys performed best on the short narrative ("Overcome") and did equally well on all other text types.</p> <p>The gender gap was smallest on the graphic text ("Rubber Ducks").</p>                                                                                       | <p>Continue to help male students develop literacy skills across all subject areas by explicitly teaching the processes that effective readers use.</p> <p>Use technology and hands-on activities to engage <b>male students</b>. Allow time for <b>social interaction and talk</b> by having students work together to complete <b>graphic organizers</b> such as <b>concept maps</b>.</p> <p>Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study examining strategies employed by schools with small gender gaps in assessment results, as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects, informed by practice and research; foster positive attitudes toward reading; and use male role models to promote literacy as part of school culture.</p> <p>Review recent Ministry "Supports for Boys' Literacy" resources for strategies to <b>engage male students</b>, improve their literacy skills, and have a positive impact on all students (e.g., <b>literature circles, differentiated instruction</b>).</p> |
| <b>English Language Learners</b>      | <p>English language learners performed as well on questions assessing Overall Reading Expectation 1 as on those assessing Overall Reading Expectation 3. The largest gap between the general population and English language learners occurred on Overall Reading Expectation 3. Note that Overall Expectation 3 is not assessed through open-response questions.</p> <p>The percentage of English language learners at or above the provincial standard in reading has increased over the past five years.</p>                                                                                                                     | <p>Support <b>English language learners</b> with purposeful talk during the literacy learning block to build on prior knowledge, and scaffold their learning.</p> <p>Focus on strategies to expand <b>academic language</b> for English language learners and all students. Expose English language learners to texts with increasingly complex ideas and <b>vocabulary</b>. Use researched-based strategies (e.g., direct vocabulary instruction and making inferences from context) to strengthen the vocabulary of English language learners.</p> <p>Continue to incorporate visual tools (e.g., <b>concept maps</b>), vocabulary tools (e.g., word charts) and scaffolds (e.g., paragraph frames) to assist English language learners and students with special education needs across all subject areas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Junior Division:<br>Reading                                     | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                   | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                          |
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| <b>Students with Special Education Needs (Excluding Gifted)</b> | <p>As did the general population, students with special education needs performed best on questions measuring Overall Reading Expectation 3. The gap between the general population and students with special education needs was consistent across all overall reading expectations.</p> <p>The percentage of students with special education needs at or above the provincial standard in reading has increased over the past five years.</p> | <p>Continue to use <b>differentiated instruction</b> when working with students with special education needs.</p> <p>Provide all students with the opportunity to use the booklets available on the EQAO Web site to practise responding to the assessment questions. Encourage students to attempt all questions within the expected timelines.</p> |

Through a combination of multiple-choice questions, and short- and long-writing tasks, the junior division assessment focuses on the following writing skills:

- Topic Development
  - Content—developing a main idea with sufficient supporting details
  - Organization—organizing information and ideas in a coherent manner and
- Conventions—use of spelling, grammar, punctuation

## Observations, Strategies and Resources: Writing

| Junior Division:<br>Writing | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Writing Skills</b>       | <p>For the past five years, students have performed better on questions measuring their use of conventions than on questions measuring topic development.</p> <p>Students have had the most difficulty on multiple-choice questions measuring their ability to organize information and ideas in a coherent manner.</p> <p>Scorers reported that responses that used effective opening and concluding sentences and that linked ideas in a logical and coherent order usually received a Code 30 or 40. Written work that provided a list of unrelated ideas or a list of ideas without supporting details generally did not receive the top scores. For example, for the short-writing prompt that asked students to give instruction for preparing for and taking a test, responses that received a Code 20 usually offered general advice and were minimally developed.</p> | <p>Help students understand the learning goals and the <b>success criteria</b> (e.g., those in EQAO's scoring guides for short- and long-writing tasks and the Ministry's <b>writing exemplars</b>) for all learning tasks. Design classroom assessments and common criteria that reflect successful student work. <b>Gather evidence</b> of student needs by observing and assessing students. Share this evidence as well as the EQAO rubrics and anchors with students, so they are aware of what is expected of them. Use <b>teacher moderation</b> as part of the <b>teaching-learning critical pathways</b> to facilitate the use of consistent criteria and terminology. Ask students to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. After identifying student learning needs, use <b>networked learning communities</b> to establish a focus for teacher thinking and practice.</p> <p>Continue to use <b>key instructional approaches</b>, including modelled- and shared-writing mini-lessons. Explain that good writers reflect on and develop their skills, or their craft, to become more effective.</p> <p>Develop mini-lessons designed to meet student needs. Use <b>craft of writing topics</b>, such as effective leads, voice, complex sentence structure, idea sequencing and closing sentences. Model how to generate ideas related to a topic, select relevant supporting details and organize and present them in complete sentences. Provide many opportunities for students to write independently and to reflect on what they and others have written. Use <b>conventions of writing</b> mini-lessons to explicitly teach conventions expected in the curriculum to the entire class. Focus on basic sentence structure while teaching the use of commas and quotation marks. Provide opportunities for students to revise and edit samples of work as a group.</p> <p>Model how to generate ideas related to a topic, select relevant supporting details and organize and present them in complete sentences. Use <b>mentor texts</b> as examples to demonstrate how to elaborate using descriptive language.</p> <p>Explicitly share and discuss in detail models of good writing, pointing out elements such as sentence structure, paragraphing and vocabulary, so that students become aware of the choices that the writer has made. Have students assess sample work and decide on next steps to improve it.</p> |

| Junior Division: Writing                         | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Overall Writing Expectations from the Curriculum | <p>As in past years, students performed well on Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). Students were slightly less successful on questions measuring Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style in writing).</p>                                                                                                    | <p>Encourage the use of <b>graphic organizers</b> to outline the beginning, middle and end of a piece of writing; to group main ideas and supporting details into well-organized units; and to ensure that the answer fits in the space provided for it.</p> <p>Continue to provide opportunities for students to develop endurance for longer writing tasks. Use on-demand writing prompts regularly, and model how to generate a few relevant ideas and adequately develop them with specific and relevant supporting details as opposed to simply listing several underdeveloped ideas and details.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Question and Writing Task Types                  | <p>As in 2008 and 2009, students were less successful on open-response questions measuring topic development than on multiple-choice questions measuring the same skill.</p> <p>Students' overall performance with respect to topic development was better on the two short-writing tasks than on the long writing task and similar on both short-writing tasks. Students performed about equally well on conventions for both the short- and long-writing prompts.</p> | <p>Continue to work with students on the written <b>text forms</b> required by the curriculum, and model how to organize writing in each. Model careful reading of the writing prompts, with a focus on using a highlighter to identify the topic, written form, purpose and audience.</p> <p>Continue to give students opportunities to explore their interests, lives and world beyond the classroom through <b>non-fiction writing</b>. Model the selection and organization of ideas, and have students work in small groups as they keep in mind their purpose (i.e., to explain, persuade, describe or inform) and the audience they are addressing.</p> <p>Demonstrate how to maintain <b>focus</b> in longer writing tasks. Give students lots of opportunity to practise writing with a clear focus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Gender                                           | <p>Over the past five years, female students have consistently outperformed male students on most multiple-choice writing questions and on all the short- and long-writing tasks. However, the percentage of male students at or above the provincial standard in writing has increased over the past five years.</p>                                                                                                                                                   | <p><b>Conference</b> with students to provide feedback on their writing to assist them in making the connection between the criteria they satisfied and those they did not.</p> <p>Show students examples of high-quality responses that use a variety of words and phrases, and continue to reinforce the use of descriptive language and the addition of adjectives and adverbs to sentences.</p> <p>Teach students the structure of a written response, such as beginning, middle and end for narratives. Use <b>writing frames</b> as a starting point for <b>male students</b> to structure a written response and then move them beyond using these mechanically to organizing their writing organically.</p> <p>Continue to use classroom practices proven by <b>teacher inquiry projects</b> to improve boys' literacy achievement, such as social interaction before writing.</p> <p>Encourage students to explore the roles of males and females in texts, and what it means to be literate as girls and boys.</p> <p>Continue to provide a variety of writing topics that are of interest to both genders. Make reading and writing an engaging focus in the classroom in all subjects.</p> <p>Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study.</p> |

| Junior Division:<br>Writing                                             | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| English<br>Language<br>Learners                                         | <p>The percentage of English language learners at or above the provincial standard in writing has increased over the past five years. Although English language learners have not performed as well as the general population, the gap between results of the two groups has decreased over the years. English language learners' pattern of relative strengths and weaknesses has been similar to that of the general population.</p> <p>As was true for the general population, English language learners performed better on the two short-writing tasks than on the long-writing task and better on the use of conventions than on topic development for the short- and long-writing tasks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>To assist <b>English language learners</b>, continue to incorporate visual tools (e.g., paragraph frames) for all subject areas.</p> <p>Provide opportunities for students to communicate, orally and in writing, in their home language to brainstorm, rehearse and plan ideas for writing.</p> <p>Engage all students, including English language learners, in <b>storytelling</b>, as talking about their writing will help students rehearse and revise stories.</p> |
| Students with<br>Special<br>Education<br>Needs<br>(Excluding<br>Gifted) | <p>The percentage of students with special education needs at or above the provincial standard has increased over the past five years, and overall, their pattern of relative strengths and weaknesses has been similar to that of the general population. However, students with special education needs have not performed as well as the general population.</p> <p>As in 2008–2009, students with special education needs performed better on the two short-writing tasks than on the long-writing task and better on the use of conventions than on topic development in the short- and long-writing tasks.</p> <p>As was true for the general population, students with special education needs had the most difficulty responding to multiple-choice questions measuring the second writing skill (organizing information and ideas in a coherent manner), but their results were much lower than those of the general population: depending on the question, only a third to a half of students with special education needs chose the correct response.</p> <p>On average, over three-quarters of special education needs students haven't reached Code 30 on the topic development rubric for the writing tasks.</p> | <p>Encourage <b>students with special education needs</b> to use <b>assistive technologies</b> for idea generation, organization and completion of writing tasks whenever possible.</p> <p>Use <b>differentiated instruction</b> to address students' varied needs (e.g., small-group-focused lessons, graphic organizers and guided practice).</p>                                                                                                                         |

## Junior Division: Reading

### List of Resources

If you are reading the version of this document found on the EQAO Web site, [www.eqao.com](http://www.eqao.com), please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to [www.eworkshop.on.ca](http://www.eworkshop.on.ca);
- click “Literacy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

**Academic language:** Go to

- pages 24–25 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

**Activating prior knowledge:** Go to

- page 88 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

**Before-, during- and after-reading strategies:** Go to

- page 24 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

**Clink or clunk:** Go to

- page 55 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 1. Junior Learner*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_1\\_Pt1\\_Junior\\_Learner.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt1_Junior_Learner.pdf)

**Concept maps:** Go to

- pages 14–15 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy, instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Literacy and Numeracy Secretariat. (2006, September 28). Building upon our successes. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/september28.shtml>

**Content literacy:** Go to

- Literacy and Numeracy Secretariat. (2008, May). *What Works? Research into Practice: Research Monograph 13. Content literacy*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/contentLiteracy.pdf>
- Literacy and Numeracy Secretariat. (2010, February). *What Works? Research into Practice: Research Monograph 26. Science and literacy in the elementary classroom*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWW\\_science\\_literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWW_science_literacy.pdf)

**Cueing systems:** Go to

- page 16 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

**Deep thinking:** Go to

- Literacy and Numeracy Secretariat. (2007, November 29). Critical literacy. *Webcasts for Educators*. Available at <http://www.curriculum.org/cgi-bin/search/searchDisplayPages.pl?format=shtml&topic=%20deep%20thinking&url=%2fsecretariat%2fnovember29.shtml&dev=&lang=0>
- pages 17 and 33–35 of Ministry of Education of Ontario. (2004). *Literacy for learning: The report of the expert panel on literacy in Grades 4 to 6 in Ontario*. Available at <http://www.edu.gov.on.ca/eng/document/reports/literacy/panel/literacy.pdf>

**Differentiated instruction:** Go to

- Ministry of Education of Ontario. (2008). Various resources available through the “Student success: Differentiated instruction” Web site: Available at <http://www.edugains.ca/newsite/di/difinstgains.htm>
- Ministry of Education of Ontario (2009, June). Chapter 2. *Learning for all, K–12*. Available at [http://www.ontariodirectors.ca/L4All/L4A\\_en\\_downloads/LearningforAll%20K-12%20draft%20J.pdf](http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf)

## Junior Division: Reading

### List of Resources (continued)

#### Engage male students: Go to

- Literacy and Numeracy Secretariat. (2009, October). *Engaging boys: Powerful possibilities for all learners* [Webcasts]. Available at <http://www.curriculum.org/secretariat/engaging/index.shtml>
- Ministry of Education of Ontario. Supports for boys' literacy resources. Available at <http://edugains.ca/newsite/literacy/boysliteracy.htm>

#### English language learners: Go to

- Literacy and Numeracy Secretariat. (2009, October). *Capacity Building Series: Secretariat Special Edition 11. A world of words: Enhancing vocabulary development for English language learners*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world\\_of\\_words.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf)
- pages 23–26 of Ministry of Education. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>;
- Literacy and Numeracy Secretariat. (2005, December 7). *Teaching and learning in multilingual Ontario. Webcasts for Educators*. Available at <http://www.curriculum.org/cgi-bin/search/searchPages.pl>

#### Graphic organizers: Go to

- page 50 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

#### Literacy learning blocks: Go to

- Literacy and Numeracy Secretariat. (2007, May). *What Works? Research into Practice: Special Edition 1. Learning blocks for literacy and numeracy*. Available at [http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks\\_May07.pdf](http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf)
- Ministry of Education of Ontario. (2006). *Timetabling. A guide to effective literacy instruction, Grades 4 to 6: Volume 3. Planning and classroom management* (pp. 45–50). Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_3\\_Planning.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_3_Planning.pdf)

#### Literature circles: Go to

- Literacy and Numeracy Secretariat. (2009, December). *Literature Circles Webcast*. Available at <http://www.curriculum.org/secretariat/circles/index.shtml>
- pages 7.19–7.23 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Reading\\_K\\_3\\_English.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf)

#### Locating information: Go to

- pages 47–48 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 1. Junior learner*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_1\\_Pt1\\_Junior\\_Learner.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt1_Junior_Learner.pdf)
- Ministry of Education of Ontario. (2008). *Sample Lesson 2.1: Identifying the main idea and the author's purpose. A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading* (pp. 32–39). Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

#### Make inferences: Go to

- Literacy and Numeracy Secretariat. (2004). *Literacy Series: Module 1. Comprehending in action: Inferring* [PowerPoint presentation]. Available at <http://www.curriculum.org/LNS/coaching/profresources.shtml>

#### Networked learning communities: Go to

- Dack, L., Earl, L., and Katz, S. (2009, Spring). *Networked learning communities: Fostering learning for teachers and the students. Principal Connections 12(3)*. Available at <http://www.curriculum.org/secretariat/criticalpathways/files/TLCPKatzEarl.pdf>

#### Poetry: Go to

- Literacy and Numeracy Secretariat. (2007, October). *What Works? Research into Practice: Research Monograph 7. Poetry: A powerful medium for literacy and technology development*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Hughes.pdf>
- Pages 111–114 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

## Junior Division: Reading

### List of Resources (continued)

#### Questions that promote understanding: Go to

- pages 40–41 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

#### Reciprocal teaching: Go to

- Literacy and Numeracy Secretariat. (2009, January 30). Teaching for understanding: Summarization. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>
- Literacy and Numeracy Secretariat. (2006, October 25). Effective instruction in reading comprehension. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/october25.shtml>
- Snowball, D. (2005). Reciprocal teaching session. *Teaching comprehension 3–6* [CD-ROM]. Melbourne: Education Services Australia. Available at <http://www.curriculum.org/secretariat/files/Oct25teaching.pdf>
- Literacy and Numeracy Secretariat. (2006, October 25). Effective instruction in reading comprehension. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/october25.shtml>

#### Shared reading: Go to

- Ministry of Education of Ontario. Learning module on shared reading. Available at <http://eworkshop.on.ca/edu/core.cfm?p=main&modColour=1&modID=21&m=111&L=1>

#### Shared-, guided- and independent-reading texts: Go to

- pages 60–85 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)
- Literacy and Numeracy Secretariat. (2007, May). *Learning blocks for literacy and numeracy*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/LearningBlocks.pdf>

#### Signal words: Go to

- pages 40–41 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

#### Social interaction and talk: Go to

- pages 32–37 of Ministry of Education of Ontario. (2009). *Me read? And how! Ontario teachers report on how to improve boys' literacy skills*. Available at [http://www.edu.gov.on.ca/eng/curriculum/meRead\\_andHow.pdf](http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf)

#### Success criteria: Go to

- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

#### Summarize: Go to

- Literacy and Numeracy Secretariat. (2009, January 30). Teaching for understanding: Summarization. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>
- pages 32–35 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)

#### Support: Go to

- pages 34–38 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 3. Planning and classroom management*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_3\\_Planning.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_3_Planning.pdf)

#### Teacher moderation: Go to

- pages 14–19 of Literacy and Numeracy Secretariat. (2006). *Facilitator's handbook: A guide to effective literacy instruction, Grades 4–6: Volume 2*. Available at [http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook\\_vol2.pdf](http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook_vol2.pdf)
- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special*

## Junior Division: Reading

### List of Resources (continued)

*Edition 2. Teacher moderation: Collaborative assessment of student work.* Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf)

- Literacy and Numeracy Secretariat. (2007, September 10). *Teacher Moderation: Collaborative assessment of student work. Webcasts for Educators.* Available at <http://www.curriculum.org/secretariat/september10.shtml>

**Teaching-learning critical pathways:** Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways.* [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching\\_learning.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf).
- Literacy and Numeracy Secretariat. (2009, November). *Teaching-learning critical pathways* [Webcast]. Available at <http://www.curriculum.org/secretariat/criticalpathways/home.shtml>

**Text types and genres:** Go to

- Text, features, forms and genres. Available at <http://www.curriculum.org/secretariat/files/Oct25TextFeatures.pdf>

**Think-alouds:** Go to

- Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading.* Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_5\\_Reading.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf)
- pages 44–47 and 56–59 of Ministry of Education. *Think literacy: Cross-curricular approaches, Grades 7–12.* (n.d.). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

**Towards an understanding of gender differences in literacy achievement:** Go to

- Klinger, D., Shulha, L., & Wade-Woolley, L. (March 2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at [http://www.eqao.com/Research/pdf/E/Towards\\_an\\_Understanding\\_of\\_Gender\\_Differences\\_in\\_Literacy\\_Achievement.pdf](http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf).

**Vocabulary:** Go to

- Literacy and Numeracy Secretariat. (2009, October). *Capacity Building Series: Secretariat Special Edition 11. A world of words: Enhancing vocabulary development for English language learners.* Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world\\_of\\_words.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf)

## Junior Division: Writing

### List of Resources

If you are reading the version of this document found on the EQAO Web site, [www.eqao.com](http://www.eqao.com), please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to [www.eworkshop.on.ca](http://www.eworkshop.on.ca);
- click “Literacy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

#### **Assistive technologies:** Go to

- Chapter 10 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

#### **Conferencing:** Go to

- pages 25–27 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

#### **Conventions of writing:** Go to

- page 21 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

#### **Craft of writing:** Go to

- page 20 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

#### **Differentiated instruction:** Go to

- Literacy and Numeracy Secretariat. (2006, March 29). Differentiated instruction: Continuing the conversation. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- Ministry of Education of Ontario. (2008). Various resources available through the “Student Success: Differentiated Instruction” Web site: <http://www.edugains.ca/newsite/di/difinstgains.htm>
- Literacy and Numeracy Secretariat. (2008, May 2). High-yield strategies to improve student learning: Differentiated writing instruction. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may2.shtml>

#### **English language learners:** Go to

- pages 1 and 3–8 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 3. Planning and classroom management*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_3\\_Planning.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_3_Planning.pdf)
- pages 23–26 of Ministry of Education of Ontario. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>
- Literacy and Numeracy Secretariat. (2005, December 7). Teaching and learning in multilingual Ontario. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/december7.shtml>

#### **Focus:** Go to

- pages 76–80 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

#### **Gather evidence:** Go to

- Literacy and Numeracy Secretariat. (2007, September). *Teacher moderation: Collaborative assessment of student work*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf)
- Kozlow, M. (2008, Fall). Exploring the many layers of EQAO assessment data: Peeling the onion. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/10/eMagazine.aspx?Lang=E>

#### **Graphic organizers:** Go to

- page 50 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

## Junior Division: Writing

### List of Resources (continued)

- the resources at [www.eworkshop.on.ca](http://www.eworkshop.on.ca)
- Ministry of Education of Ontario. (2009). *The road ahead: Boys' literacy teacher inquiry report, 2005 to 2008*. Available at [http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009\\_Supplement.pdf](http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf);

#### **Key instructional approaches:** Go to

- pages 29–36 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)

#### **Male students:** Go to

- pages 17–21 and 37–38 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
- Various Ministry of Education resources on boys' literacy: <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>

#### **Mentor texts:** Go to

- page 42 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)
- Literacy and Numeracy Secretariat. (2008, October). *Engaging boys: Powerful possibilities for all learners* [Webcasts]. Available at <http://www.curriculum.org/secretariat/engaging/multimodal.shtml>

#### **Networked learning communities:** Go to

- Dack, L., Earl, L., and Katz, S. (2009, Spring). Networked learning communities: Fostering learning for teachers and the students. *Principal Connections* 12(3). Available at <http://www.curriculum.org/secretariat/criticalpathways/files/TLCPKatzEarl.pdf>

#### **Non-fiction writing:** Go to

- Literacy and Numeracy Secretariat. (2008, April 18). Non-fiction writing. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/april18.shtml>
- Literacy and Numeracy Secretariat. (2008, May 2). High-yield strategies to improve student learning: Reading conference: Text structure. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may2.shtml>
- Literacy and Numeracy Secretariat. (2009, April 21). Quality teaching: It's intentional. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/april21.shtml>

#### **Storytelling:** Go to

- Literacy and Numeracy Secretariat. (2009, October). *What Works? Research into Practice Series: Research Monograph 20. Storytelling and story writing*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWV\\_Storytelling.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWV_Storytelling.pdf)

#### **Students with special education needs:** Go to

- Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

#### **Success criteria:** Go to

- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

#### **Teacher inquiry projects:** Go to

- Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
- Various Ministry of Education resources on boys' literacy: <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
- Literacy and Numeracy Secretariat. (2008, April). *What Works? Research into Practice: Research Monograph 12. Boys' underachievement: Which boys are we talking about?* Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

## Junior Division: Writing

### List of Resources (continued)

#### Teacher moderation: Go to

- pages 14–19 of Literacy and Numeracy Secretariat. (2006). *Facilitator's handbook: A guide to effective literacy instruction, Grades 4–6: Volume 2*. Available at [http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook\\_vol2.pdf](http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook_vol2.pdf)
- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special Edition 2. Teacher moderation: Collaborative assessment of student work*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf)
- Literacy and Numeracy Secretariat. (2007, September 10). Teacher Moderation: Collaborative assessment of student work. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/september10.shtml>

#### Teaching-learning critical pathways: Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching\\_learning.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf)
- Literacy and Numeracy Secretariat. (2009, November). *Teaching-learning critical pathways* [Webcast]. Available at <http://www.curriculum.org/secretariat/criticalpathways/home.shtml>

#### Text forms: Go to

- pages 11–13 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at [http://www.eworkshop.on.ca/edu/resources/guides/Guide\\_Lit\\_456\\_Vol\\_6\\_Writing.pdf](http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf)
- Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5, Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

#### Towards an understanding of gender differences in literacy achievement: Go to

- Klinger, D., Shulha, L., & Wade-Woolley, L. (March 2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at [http://www.eqao.com/Research/pdf/E/Towards\\_an\\_Understanding\\_of\\_Gender\\_Differences\\_in\\_Literacy\\_Achievement.pdf](http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf)

#### Writing exemplars: Go to

- Ministry of Education of Ontario. (1999). *The Ontario curriculum—Exemplars, Grades 1–8: Writing*. Available at <http://www.edu.gov.on.ca/eng/curriculum/elementary/writing18ex.pdf>

#### Writing frames: Go to

- page 20 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>

| Junior Division:<br>Mathematics    | Observations:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Strategies for Improvement:                                                                                                                                                                                                                                                                                           |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number Sense and Numeration</b> | <p>Students continue to ignore the order of operations and simplify expressions from left to right.</p> <p>Scorers noted that successful solutions to question 28 showed a correct determination of unit rate (either dollars per minute or minutes per dollar).</p>                                                                                                                                                                                                                                                                  | <p>Provide students with opportunities to explore the need for a standard order of operations.</p> <p>Continue to provide students with opportunities to investigate and compare unit rates.</p>                                                                                                                      |
| <b>Measurement</b>                 | <p>Students continue to struggle with problems that require conversions from square metres to square centimetres.</p> <p>Students were successful on questions involving the area of a parallelogram.</p> <p>Most students (63%) were unsuccessful in determining the area of the unshaded part of the triangle in question 10. Scorers noted that students demonstrated a misunderstanding of the formula for the area of a triangle (e.g., they forgot to divide by two or had trouble identifying the height of the triangle).</p> | <p>Provide students with opportunities to investigate the relationship between square centimetres and square metres.</p> <p>Provide students with opportunities to investigate the relationships among the areas of parallelograms (including rectangles) and triangles in order to develop the formula for area.</p> |
| <b>Geometry and Spatial Sense</b>  | <p>Students continue to be successful on multiple-choice questions involving one transformation.</p> <p>Students had greater difficulty with questions involving multiple transformations.</p>                                                                                                                                                                                                                                                                                                                                        | <p>Continue to provide opportunities for students to reflect, translate and rotate shapes and analyze the results.</p>                                                                                                                                                                                                |
| <b>Patterning and Algebra</b>      | <p>For the fourth consecutive year, students performed best on questions in this strand.</p> <p>Students continue to perform well on questions requiring them to extend patterns.</p> <p>Students performed less well on questions that required them to go beyond the extension of the pattern (e.g., to represent values in a table of values with ordered pairs [question 2]).</p>                                                                                                                                                 | <p>Provide opportunities for students to solve problems that require the extension of a pattern.</p>                                                                                                                                                                                                                  |

| Junior Division:<br>Mathematics                                 | Observations:                                                                                                                                                                                                                                                                                                                                                                                      | Strategies for Improvement:                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Data Management and Probability</b>                          | <p>Students showed improvement on questions in this strand in 2010.</p> <p>Overall, students were successful demonstrating an understanding of mean (question 9).</p> <p>Students struggled to read data presented in stem-and-leaf plots.</p>                                                                                                                                                     | <p>Continue to provide opportunities for students to read, interpret and organize data in stem-and-leaf plots.</p>                                                                                                                                                                                                                                                                                                |
| <b>Cognitive Skill</b>                                          | <p>For the third consecutive year, students performed best in the cognitive skill Knowledge and Understanding and least well in the skill Thinking.</p> <p>Students continue to have difficulty with multi-step problems.</p> <p>For multiple-choice questions, the incorrect answers that students chose suggest that they answered without fully understanding what the question was asking.</p> | <p>Continue to model appropriate problem-solving strategies and provide students with opportunities to solve a variety of engaging problems. See the <b>Four-Step Problem Solving Model</b> (pp. 12–13 in <i>The Ontario Curriculum, Grades 1–8: Mathematics</i>).</p> <p>Provide instruction to help students organize the information in problems, including through the use of graphic organizers.</p>         |
| <b>Students with Special Education Needs (Excluding Gifted)</b> | <p>Students with special education needs continue to perform consistently more than 10 percentage points below the general Grade 6 population in all strands, cognitive skills and question types.</p>                                                                                                                                                                                             | <p>Continue to <b>differentiate instruction</b> using the <b>Universal Design for Learning</b> for all students, but particularly for those <b>with special education needs</b>.</p> <p>Review the allowed accommodations listed in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i>, assign them to students individually and incorporate them into the students' regular programs.</p> |
| <b>English Language Learners</b>                                | <p>The performance of English language learners shows a similar pattern of relative strengths and weaknesses to those of the general Grade 6 population in all strands, cognitive skills and question types.</p>                                                                                                                                                                                   | <p>Continue to provide opportunities for English language learners to work in group settings to promote discussions and effective communication of their mathematical thinking.</p>                                                                                                                                                                                                                               |
| <b>Gender</b>                                                   | <p>In 2010, female and male students performed equally well overall on multiple-choice and open-response questions.</p>                                                                                                                                                                                                                                                                            | <p>Continue to provide opportunities for mixed-gender group work. Rotate roles in the group to give opportunities for all members to lead.</p>                                                                                                                                                                                                                                                                    |

If you are reading the version of this document found on the EQAO Web site, [www.eqao.com](http://www.eqao.com), please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to [www.eworkshop.on.ca](http://www.eworkshop.on.ca);
- click "Numeracy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

**English language learners:** Go to *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

**Estimation strategies:** Go to pages 25–26 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Number Sense and Numeration, Grades 4 to 6: Volume 1, The Big Ideas*

**Parallelograms:** Go to pages 33–34 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Data Management and Probability, Grades 4 to 6*

**Problem-solving strategies:** Go to pages 38–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

**Proportional reasoning:** Go to pages 41–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Number Sense and Numeration, Grades 4 to 6: Volume 1, The Big Ideas*

**Transformations:** Go to pages 66–72 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Geometry and Spatial Sense, Grades 4 to 6*

**Universal Design for Learning:** Go to pages 10–13 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

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